

HOW TO TEACH CONTENT: EXISTING CONCEPTS AND PROSPECTS FOR DEVELOPMENT

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Abstract

The paradigm has changed from the static transmitted contents to knowledge that is ever renewable and often construed jointly with other learners (Niemi, 2008, p. 12) in a changing multicultural environment. Aim of the research is to analyze efficiency of the process of teaching and learning content applied to enhance students' knowledge in language education. The analysis involves a process of analyzing the meaning of the key concepts *teaching* and *learning content* and *peer-learning content*. Moreover, the study demonstrates how the key concepts are related to the idea of *efficiency*. The qualitative evaluation research has been used. The sample involved 75 master students of Riga Teacher Training and Educational Management Academy, Latvia, in 2008-2009. The students' communicative competence was a criterion of efficiency of the process of teaching and learning content. Descriptive statistics was implemented for primary data analysis. Secondary data processing included test reliability. The findings of the research allow drawing conclusions on efficiency of the process of teaching and learning content for the improvement of students' knowledge. Directions of further research are elaborated.

KEY WORDS: Methodological Approach, Development of the System of External and Internal Perspectives, Process of Teaching and Learning Content

1. Introduction

Content is at the heart of the "knowledge triangle" of education, research and innovation (Life Long Learning for Creativity and Innovation, 2008, p. 3). Knowledge is traditionally created through the content transmission from educator to student (Niemi, 2008, p. 12). However, the concept of knowledge has changed from one of static transmitted contents to knowledge that is ever renewable and often construed jointly with other learners (Niemi, 2008, p. 12). Moreover, the contents and processes are intermediating (Niemi, 2008, p. 12) in the constantly changing environment.

Aim of the research is to analyze existing concepts on teaching content and propose prospects for knowledge creation in education. The research involves a process of analyzing the meaning of the key concepts *teaching* and *learning content*. Moreover, the research demonstrates how the key concepts are related to the idea of *peer-learning content*. The research presents how the steps of the process are related: methodological approaches to teaching content → the institutionalized process of teaching content for the improvement of students' knowledge → empirical study within a multicultural environment.

The conceptual framework of the present research is based on the approach to teaching content as the relationship between teaching and learning. Hence, existing concepts and prospects of development of teaching content for the development of students' knowledge are viewed through methodological approaches applied to teaching content.

The methodological foundation of the present research on teaching content for the development of students' knowledge is based on the System-Constructivist Theory that includes (Maslo, 2006c, p. 39)

- Parsons's system theory (Parsons, 1976, p. 9-30) on any activity as the system,
- Luhmann's theory (Luhmann, 1988, p. 1-14) on communication as a system,
- theory of symbolic interactionism (Mead, 1973; Goffman, 1977),
- theory of subjectivism (Groeben, 1986).

The methodological foundation of the present research on teaching content for the development of students' knowledge based on the System-Constructivist Theory determines communication as activity (Tišļa, 2003a, p. 35). Hence, the emphasis on activity in communication requires complementing the methodological foundation of the present research with the Activity Theory by Leontyev (Leont'ev, 1978, p. 7). It should be mentioned that the *activity* concept originated with Vygotsky (Blunden, 2009, p. 10), although Activity Theory is associated with the name of Leontyev rather than Vygotsky: Leontyev made a distinction between the individual's *action*, and the social *activity* of which it is a part (Leont'ev, 1978, p. 7) and which gives it meaning (Blunden, 2009, p. 10).

The System-Constructivist Theory is perceived as New or Social Constructivism Pedagogical Theory. New Constructivism points out that

- people construct the world in modules (Maslo, 2006e, p. 39),
- any understanding is not separated from the observer (Watzlawick, 1981; Maturana, Varela, 1987; Luhmann, 1988) and

- reality is socially constructed that is confirmed by people nearby (Maslo, 2006c, p. 39; Maslo, 2006, p. 57). Constructing is the creative process that comprises a variety of knowledge in order to identify opportunities of constructing the mankind development (Maslo, 2006c, p. 39). Constructive process is always situation-related (Ose, Surikova, Fernāte, Daniela, Kalniņa, Maslo, 2008, p. 443). The constructive process includes the cognitive process as its component: perception is not right or wrong but it is relevant to a place or conditions (Maslo, 2006c, p. 39; Maslo, 2006, p. 57). Hence, the System-Constructivist Theory and, consequently, the system-constructivist approach to learning introduced by Reich (Reich, 2005) emphasize that
- human being's point of view depends on the subjective aspect: everyone has his/her own system of external and internal perspectives that is a complex open system (Ahrens, Zaščerinska, 2010, p. 181) and
- experience plays the central role in the knowledge construction process (Maslo, 2007, p. 39).

The paper is organized as following: Section 2 introduces the theoretical framework on teaching content for the development of students' knowledge. Research design is revealed in Section 3. The findings of the research are presented and interpreted in Section 4. Finally, some concluding remarks and directions for further studies are elaborated in Section 5.

2. Theoretical Framework

2.1 Methodological Approaches to Teaching Content

Four approaches to teaching content for the development of students' knowledge are revealed as following (Zaščerinska, 2011a, p. 62):

- from the external perspective accentuating social interaction or teaching in the present research,
- from the internal perspective accentuating cognition or learning in the present research,
- finding a balance between the external and internal perspectives and
- developing the system of external and internal perspectives.

The choice of the methodological approach of the development of the system of external and internal perspectives to teaching content for the development of students' knowledge is determined by the methodological foundation of the present research based on the System-Constructivist Theory (Ahrens, Zaščerinska, 2010, p. 181).

The methodological approach of the development of the system of external and internal perspectives as the process proceeds in three following phases: from the external perspective or teaching to the internal perspective or learning through the phase of the unity of external and internal perspectives and/or the system of interacting phenomena or peer-learning (Zaščerinska, Ahrens, 2010, p. 184) as shown in Figure 1 by the author of the present research.

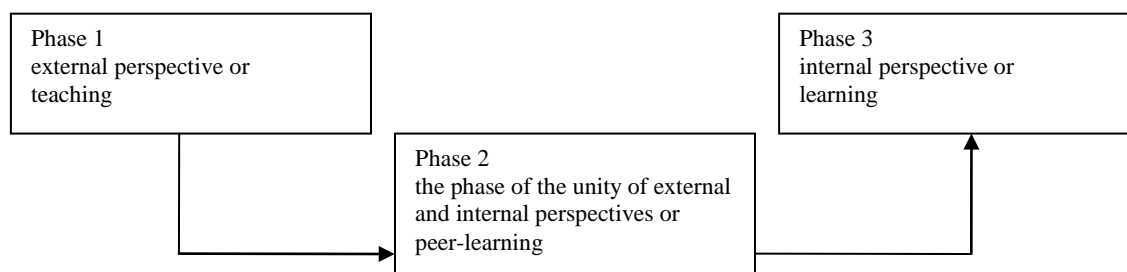


Figure 1: The methodological approach of the development of the system of external and internal perspectives as the process

Moreover, the author's position on the present research based on the methodology of the development of the system of external and internal perspectives is reflected in the principles of

- mutual sustainability,
- mutual complementarity and
- mutual reflexivity.

The principle of mutual sustainability means to provide a complex of possibilities to learn for everyone (both student and educator in the present research) (Панов, 2007, p. 72). The reflected principle of complementarity means that the opposite things (principles in the present research) supplement each other for finding the truth (Grabovska, 2006, p. 21-22). Thus, the present research is a social product (Ольшанский, 2000, p. 7) whereas dialogue is its prerequisite (Ольшанский, 2000, p. 6).

2.2 Defining Content

In order to reveal pedagogical interconnections, to recognize their conditions and to find solutions to the development of student's knowledge, the social nature of the knowledge development has been identified as following:

- creating knowledge by social interaction (Robbins, 2007, p. 52) and

- learning by means of participation (Huber and Huber, 2007, p. 110).

Hence, content transmission from educator to student should lead to other learners' participation in socio-cultural activities to create socially shared knowledge (Niemi, 2008, p. 13).

2.3 Defining Teaching Content

Teaching content based on the Activity Theory (Leont'ev, 1978, p. 7) comprises the use of terms such as *the process of teaching and learning content* and *the activity of teaching and learning content* (Barr, Tagg, 1995, p. 13). The terms *process* and *activity* should be used synonymously.

The process of teaching and learning content is defined as shared aim oriented joint activity according to certain common norms, over some period of time that provides joint social interaction and cognition for each participant and increases opportunities of gaining social experience. The scientific novelty of the process of teaching and learning content reveals the content development / the content process / procedural aspect of the content within the tertiary gradual process of teaching and learning, namely,

- from the educator-student interaction with the existing knowledge,
- through the peer-interaction with the knowledge variety and
- to the student's action for the knowledge improvement.

Before analyzing the procedural aspect of teaching and learning content, the peculiarities of the process of teaching and learning content on the pedagogical discourse have to be discussed.

First, joint activity is based on acts of speech (European Commission, 2001, p. 9). Speech is used to mediate the solution of novel problem, the cultural meaning potential of the language system itself is modified and developed to meet the new demands that are placed on it (Well, 1994, p. 3). In joint activity of all kinds, speech performs two crucial functions (Well, 1994, p. 3):

- first, it enables the participants to coordinate their actions in relation to the object in view and,
- second, it provides a means for representing and reflecting on the persons, things and actions involved and on the relationships between them.

Speech develops (Benson, 1995, p. 2)

- first, with external communicative/social speech,
- then, egocentric speech realized as the transition from the social activity to a more individualized activity and
- finally, inner speech.

Four main types of speech activities comprise (Leontiev, 2006, p. 83)

- receptive types of speech activity:
 - reading,
 - auditory articulation,
- productive speech activities:
 - spoken language and
 - writing.

Further on, different models to teaching and learning such as the model of *Input-Output*, the model of *Reception-Production*, etc, have been analyzed. The analysis leads to the model of *Comprehension-Production* as the base of the process of teaching and learning content (Robbins, 2007, p. 50-51). The choice of the model of *Comprehension-Production* has been determined because learning hinges not so much on richness of input, but crucially on the choices made by individuals as responsible agents with dispositions to think and act in certain ways rooted in their discursive histories (Lantolf and Pavlenko, 1995, p. 116). Moreover, comprehension and production have different genetic roots, such as with thought and speech (with thought having a pre-linguistic root and speech having a pre-intellectual root) with the emphasis on a developmental trajectory, attempting to establish the point of convergence of the two processes (Robbins, 2007, p. 50-51). A model of production acknowledges the potential for and existence of different cognitive structures underlying comprehension and production (Ruder, Finch, 1987, p. 134). The model of *Comprehension-Production* comprises acquiring cultural discourse competence (Kramsch, 1995, p. 53-54), too.

Another peculiarity of the process of teaching and learning content on the pedagogical discourse comprise the relationship between the educator and the student as the established *subject ↔ subject* relations. This relation is the basis for a possibility to grow richer and create new knowledge and experience for both the educator and the student (Fedjukova, 1998, p. 42). Then, the process of teaching and learning content is tied to specific activities which are characterized by an explicitness, reflexivity and formulability that is not functional in everyday practice (Wells, 1994, p. 5). And, finally, the process of teaching and learning content comprise a number of social roles each subject plays at the same time (Любанов, 2004, p. 82). The social roles might include as following (Любанов, 2004, p. 82):

- formal roles while functioning in a society,
- roles within a group while building relationships with the members of a certain group,
- interpersonal relations while constructing relations with a person who know each other and
- an individual role based on his/her own expectations.

The procedural aspect of the process of teaching and learning content is characterized by its cyclic nature (Čehlova, 2002, p. 22): the process of teaching and learning content starts with the determination of the

student's level to do a task and finishes at a new level of the student's preparedness to do a task (Čehlova, 2002, p. 22). The cycle is divided into phases in order to organize the process of teaching and learning content (Čehlova, 2002, p. 22). The cycle of the process of teaching and learning content based on the methodology of the development of the system of external and internal perspectives involves three phases as shown in Figure 2 by Zaščerinska and Ahrens (Zaščerinska, Ahrens, 2010, p. 184). The sequence of the implementation of the process of teaching and learning content gradually proceeds from teaching in Phase 1 to learning in Phase 3 through peer-learning in Phase 2. Each phase of the process of teaching and learning content is separated from the previous one, and the following phase is based on the previous one.

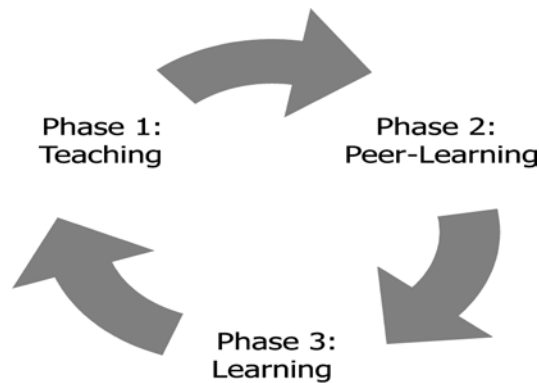


Figure 2: Phases of the process of teaching and learning content

The teaching phase starts with preparing the students for the process of teaching and learning content, planning the procedure of the process of teaching and learning content, equipping teaching/learning class, determining the purpose, etc. Then, the peer-learning phase is aimed at doing an exercise and making a decision. The learning phase of the process of teaching and learning content focuses on the evaluation of both individual achievements and results. Hence, students gradually move (Čehlova, 2002, p. 136; Surikova, 2007, p. 59) from the external regulation and evaluation in Phase 1 of the process of teaching and learning content to the self-regulation, mutual evaluation and self-evaluation in Phase 3 of the process of teaching and learning content.

The organization model of the process of teaching and learning content for the development of students' knowledge worked out is depicted in Figure 3 by the author of the present research.

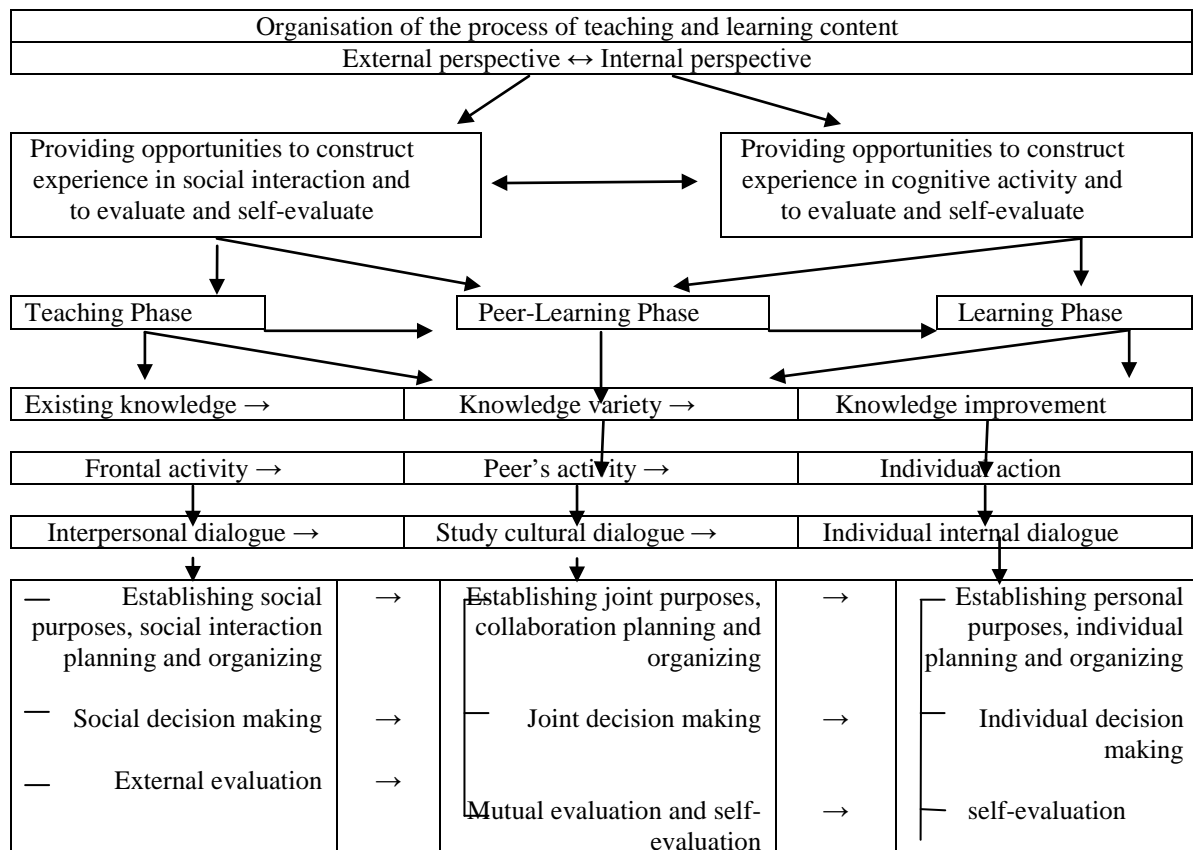


Figure 3: The scheme of the organization model of the process of teaching and learning content for the development of students' knowledge

The model of the process of teaching and learning content indicates how the steps of the process are related following a logical chain: existing knowledge → knowledge variety → knowledge improvement. The basic direction of the development of the process of teaching and learning content designed by the author of the present research is determined as from existing knowledge to knowledge improvement through knowledge variety.

The implementation of the process of teaching and learning content is described by Zaščerinska (Zaščerinska, 2011b, p. 105-106).

Phase 1 of implementing of the process of teaching and learning content is aimed at a safe environment for all the students. In order to provide a safe environment, the essence of constructive social interaction and its organizational regulations are considered by both the educator and students. The present phase of the process of teaching and learning content is organized in a frontal way involving the students to participate, namely,

- Educator makes previous experience rational. The activity includes choice of forms and use of resources that motivates the students. Teaching process is under the educator's guidance.
- Peers do not participate in guidance of the process of teaching and learning content. Activity is carried out qualitatively only with the help of the educator. Dependence on the educator is observed. The students study alongside but not together.
- Students develop the system of external and internal perspectives, create the system of the aim and objectives, search for a variety of information source and obtain techniques of information compiling. Students fulfil the activity qualitatively only with the educator's help. Dependence on the educator is observed, not dependent on peers.

Phase 2 of implementing of the process of teaching and learning content is designed for the students' analysis of an open academic problem situation and their search for a solution. The same materials can be prepared for all of the group students but they are different whereas learning styles and opportunities are different (Maslo, 2006a, p. 30). This phase of the process of teaching and learning content involves the students to act in peers, namely,

- Educator functions as a resource and moderator. Educator delegates his/her duties to the students.
- Peers regulate each other: it is typical for students to regulate each other. The students study together, study from others and teach others. The process of teaching and learning content is under peer's guidance. Activity's forms and methods are exchanged.
- The students fulfil the activity qualitatively with the peers' help. Partial independence is observed. The relevant activity is performed jointly with other students and with shared responsibility. It is typical for students to regulate each other.

Phase 3 of implementing of the process of teaching and learning content emphasizes the students' self-regulation with use of assessment of the process and self-evaluation of the results, namely,

- Educator functions as a consultant and an assistant. Educator delegates his/her duties to the students.
- Peers have consultative and advisory functions. Students' self-regulation is typical. The students study independently.
- The students fulfil the activity qualitatively on their own, and their independence is observed. The participants' self-regulation on the basis of the process assessment and the result self-evaluation is used. The relevant activity is performed with a high sense of responsibility. Self-regulation is typical, and a student does not depend on peers.

Thus, the advantages of the process of teaching and learning content are determined as following:

- widening opportunities for each student to construct the experience in social interaction and cognitive activity, that is a significant aspect of the students' knowledge and
- promoting opportunities for self-realization.

The theoretical interconnections of the process of teaching and learning content for the development of students' knowledge as well as the essence and sequence of the implementation of the process of teaching and learning content contribute to the development of the research hypothesis as following:

- the educator organizes opportunities to interact with use of existing knowledge, thereby providing the development of social experience for each student,
- the educator and the students co-construct the process of teaching and learning content based on the students' interaction with use of knowledge in the first (teaching) phase and with use of the knowledge variety in the second (peer-learning) phase, thus opportunities to develop the system of external and internal perspectives are provided for each student,
- the educator offers the gradual tertiary teaching and learning content that proceeds from the educator-student interaction with use of existing knowledge through the peer interaction with use of the knowledge variety to the student's action for the knowledge improvement, thus providing opportunities to construct social experience for each student.

3. Research Design

3.1 The Research Purpose and Question

The present research was conducted during the implementation of the *English for Academic Purposes* course within the master programmes *School Management*, *Pedagogy* and *Music Pedagogy* of Riga Teacher Training and Educational Management Academy in Latvia in 2008-2009 to examine efficiency of the process of teaching and learning content for the development of students' knowledge in order to promote the quality of studies. Its topicality is determined by ever-increasing flow of information in which an important role is laid to knowledge to get information and gain experience. The research question is as following: has the process of teaching and learning content been efficient to promote the development of the students' knowledge?

It should be mentioned that efficiency involves quality and effectiveness as depicted in Figure 4 by the author of the present research. Quality is an idea of what are the "right things" that we are doing, and procedures for checking that we are "doing things right" (Muresan, 2003, p. 82). Effectiveness is the aim achievement at a certain quality spending minimal time and energy (Žogla, 2001, p. 197).

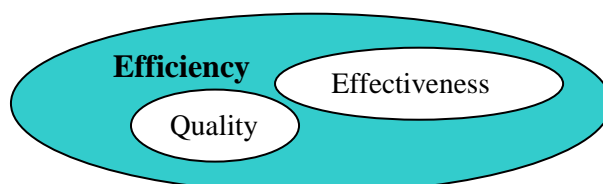


Figure 4: The elements of efficiency

The process of teaching and learning content is efficient if the inputs (opportunities of gaining experience, namely, the process of teaching and learning content) produce the maximum output (a level of quality of student's activity (Maslo, 2006b, p. 54) (European Commission, 2006, p. 2). The focus from an input based teaching and learning process has changed to an outcome based process (Bluma, 2008, p. 673). Therein, students' communicative competence is the outcome criterion of the process of teaching and learning content.

3.2 Research Methodology

An explorative qualitative research has been used in the research (Tashakkori, Teddlie, 2003). The explorative research has been aimed at the development of general statements which can be tested for generality in following studies with different people in different times (Mayring, 2007).

Moreover, checking the efficiency of pedagogic interventions and organizational changes in complex and constantly self-regenerating environments (Kardoff, 2004, p. 137) employs the qualitative evaluation research (Flick, 2004, p. 149). The methodology of the present qualitative evaluation research based on the methodology of the development of the system of external and internal perspectives is depicted in Figure 5 by the author of the present research.

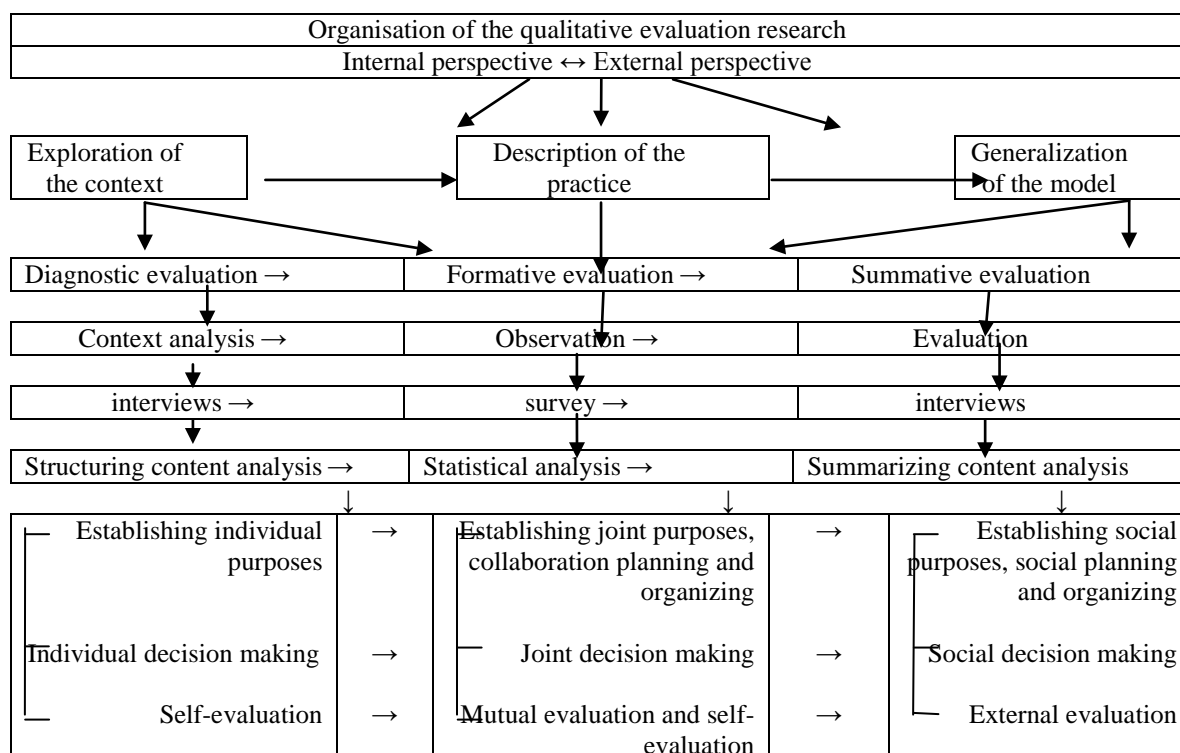


Figure 5: The scheme of the organization model of the qualitative evaluation research to examine efficiency of the process of teaching and learning content for the development of students' knowledge

The model of the qualitative evaluation research indicates how the steps of the process are related following a logical chain: exploration of the context → description of the practice → generalization of the model. The basic directions of the development of the qualitative evaluation research designed by the author of the present research are determined as following:

- from diagnostic evaluation in Phase 1 through formative evaluation in Phase 2 to summative evaluation in Phase 3,
- from context analysis in Phase 1 through description of the practice in Phase 2 to generalization of the model in Phase 3,
- from interviews in Phase 1 through surveys in Phase 2 to interviews in Phase 3,
- from structuring content analysis in Phase 1 through statistical analysis in Phase 2 to summarizing content analysis in Phase 3 and
- from self-evaluation in Phase 1 through internal evaluation in Phase 2 to external evaluation in Phase 3.

The phase of exploration of the context analysis of the qualitative evaluation research is aimed at determining the present situation of the process of teaching and learning content in promoting the students' motivation and their readiness to implement the joint activity. The description of the practice analyzes differences in the level of features researched. The phase of generalization of the model determines whether the implementation of the process of teaching and learning content is efficient for the development of students' communicative competence. And this phase shows directions of further research.

3.3. The Respondents of the Research

The respondents involve nine researchers in the field of educational research from different countries, four language educators and 75 first year master students of Riga Teacher Training and Educational Management Academy in the 2008/2009 study year, namely,

- 30 students of the professional master's study programme *School Management*,
- 25 students of the professional master's study programme *Pedagogy* and
- 25 students of the professional master's study programme *Music Pedagogy*.

The sample with different cultural backgrounds and diverse educational approaches was selected. Whereas cultural similarity aids mutual understanding between people (Robbins, 2007, p. 53), the students' different cultural and educational backgrounds contribute to successful learning and become an instrument of bringing the students together more closely under certain conditions. These conditions include appropriate materials, teaching and learning methods and forms, motivation and friendly positioning of the educator (Abasheva, 2010, p. 431). Moreover, the paradigm shift from focusing on macro-cultures to micro-cultures (family culture, school culture, class culture, professional culture, gender culture, culture of interest groups, political groups/parties, generation) leads to a new perspective: people behave being influenced by identification with different groups, not only one group (Dirba, 2007, p. 104). Thus, the subjects of the present qualitative evaluation research are multicultural.

60 of the student teachers had certain expectations from the master programmes and, consequently, from the *English for Academic Purposes* course. The expectations were demonstrated in the answer to the question why they had chosen this programme. The students' communicative competence in English for Academic Purposes in the studies was one of the answers. The group consisted of 68 females and seven males which is a typical representation to the proportion of female and male students in pedagogical master studies in Latvia. The age of the sample was from 23 to 48. All 75 students have got Bachelor Degree in different fields of education. Working experience of the students is different, too. The respondents represent different cultural backgrounds and diverse educational approaches that emphasize the study of an individual contribution to the development of students' communicative competence within the *English for Academic Purposes* course (Lūka, Ludborza, Maslo, 2009, p. 5).

English is a foreign language for all the students in the group. The students' mother tongues are as following: Latvian for 54 students and Russian for 21 students.

The aim of the implementation of the process of teaching and learning content within the *English for Academic Purposes* course is considered within the goal of studies in the two-year master programmes *School Management*, *Pedagogy* and *Music Pedagogy* namely, to prepare the master as a university-educated operational professional for school/class management with a knowledge of the relevant theories and with practical skills. The professional master programmes *School Management*, *Pedagogy* and *Music Pedagogy* provide the *English for Academic Purposes* course to facilitate students' research success, to support preparation for international Ph.D. programmes in the European Union, to promote further specialization in the chosen field and learning in a simulated environment. The aim of the *English for Academic Purposes* course is to improve students' communicative competence for the participation in international research activities. The objectives of the implementation of the process of teaching and learning content within the *English for Academic Purposes* course are to widen the students' social experience, namely, experience in social interaction and cognitive activity.

The process of teaching and learning content within the *English for Academic Purposes* course involves various teaching and learning techniques, namely, discussion, prepared talk, communication games and information-gap activities (Zaščerinska, 2009) to promote students knowledge.

4. Findings of the Research

4.1 Analysis of the Students' Self-Evaluation of the Research Results

In order to find out how each student's communicative competence changed after the implementation of the process of teaching and learning content within the *English for Academic Purposes* course, the analysis of the students' self-evaluation of the communicative competence comprised the structured interviews. The structured interviews included three questions as following:

- What is your attitude to the process of teaching and learning content?
- What have you learned within the process of teaching and learning content?
- How can you apply this knowledge in your academic field?

The aim of the interviews was to reveal the students' view on the process of teaching and learning content for the development of students' knowledge.

For example, Student *F2* thanks for giving a chance to participate in the process of teaching and learning content of the *English for Academic Purposes* course: "I learned a lot from the language course. It is very useful in our daily life. From this course I learned how to make a presentation better, and etc." Student *F2* confirms that the learning outcomes, namely, the student's communicative competence, were enriched: "I can communicate with others more confidently."

Comparing the answers of those 10 students in the sample, summarizing content analysis (Mayring, 2004, p. 269) of the structured interviews reveals the students' positive attitude in the development of their communicative competence. That shows that environment influences the studies and the learning outcomes.

4.2. Analysis of the internal evaluation of the research results

In order to find out how each student's communicative competence changed after the implementation of the process of teaching and learning content within the *English for Academic Purposes* course the analysis of the internal evaluation of the students' communicative competence comprised the data processing, analysis, interpretation of the results of Survey 1 and 2 of 75 first-year master students.

The *Mode* results of the descriptive statistics demonstrate that the level of the students' communicative competence in terms of the students' learning achievements in English for Academic Purposes has developed in Survey 2 (6) in comparison with Survey 1 (2).

The positive changes in the individual results of two surveys of the students' communicative competence demonstrate that all the 75 students have improved the level of the communicative competence in terms of the students' learning achievements in English for Academic Purposes.

The *p*-value results of Pearson's correlation analysis reveal that the difference between the students' learning achievements in English for Academic Purposes in Survey 2 and in Survey 1 is very significant.

Hence, considering judgment to be part of the art of statistics (Gigenzer, 2004, p. 603), the results of the research reveal that the implementation of the process of teaching and learning content within the *English for Academic Purposes* course influenced the development of the student teachers' communicative competence by the students' learning achievements in English for Academic Purposes, determined by the significance in difference between the levels at the beginning and at the end of the present empirical study [$p=,000$].

4.3. Analysis of the external evaluation of the research results

The analysis of the external evaluation of the research results comprised the non-structured interview. The non-structured interviews included one question as following: what is the researcher's view on the present research on the process of teaching and learning content for the development of students' knowledge? The aim of the non-structured interviews was to reveal the researchers' view on the process of teaching and learning content for the development of students' knowledge.

Researcher *EER1* emphasized use of the phases of the process of teaching and learning content in studies of other foreign languages. The researcher underlined that the *English for Academic Purposes* course is clearly- and well-organized. Researcher *EER1* considered that the *English for Academic Purposes* course provides the development of students' communicative competence.

Researcher *EER2* revealed that the present research on the process of teaching and learning content for the development of students' knowledge includes a great deal of valuable discussion.

Researcher *EER3* considered the organization model of the process of teaching and learning content for the development of students' knowledge to be a transformative methodology. The researcher emphasized that the idea of positioning the *quasi-concept* within the *quasi-autonomous zone* is fascinating for further research in education. Researcher *EER3* determines that Vygotsky's Law of Development selected could be highly successful in practice because educators can indeed change the typical classroom environment. The researcher stressed that focus on establishing a system allows, first, viewing the overall personality of the learner, and, second, connecting the external with the internal. Moreover, the scheme titled *Organisation of Efficient Academic Environment* includes both external and internal factors. This scheme presents the unique approach

where the basic directions of the development of the organization model of the process of tertiary teaching and learning content designed by the author of the present research proceed from existing knowledge through knowledge variety to knowledge improvement. The approach provides the student with having the “ability to create knowledge”. Moreover, newer constructs that will truly help the student to internalize new material have been developed.

Researcher *EER4* emphasized the conditions, criteria, indicators and levels of the development of students’ communicative competence to be important for the innovative process in education.

Researcher *EER5* found the approach used for the development of students’ knowledge “promising and worthwhile”.

Researcher *EER6* revealed the present research on the process of teaching and learning content for the development of students’ knowledge to be “argumentative in which both the methodological and theoretical underpinning are described”.

Researcher *EER7* put the emphasis on the use of the process of teaching and learning content in master and PhD studies. Moreover, the researcher proposed a foreign language educator to be a non-native speaker in order to focus the students on the contents of the *English for Academic Purposes* course.

Researcher *EER8* found the present research on the notion of communicative competence to be very interesting and thought-provoking considerations for the practice of language teaching at university level in particular.

Researcher *EER9* found the research on efficiency of the process of teaching and learning content for the development of students’ knowledge in language education to be a very well conducted piece of research, which reaches some interesting conclusions. From the researcher’s view, the analysis is comprehensive, and the conclusions are viable.

Summarizing content analysis (Mayring, 2004, p. 269) of the data reveals that the respondents evaluate the process of teaching and learning content for the development of students’ knowledge positively. The researchers’ external evaluation validates the findings of the present research. Thus, the conclusion can be drawn that the implementation of the process of teaching and learning content enhances students’ knowledge.

5. Conclusions and Hypothesis for Further Studies

The findings of the present research allow drawing conclusions on the efficiency of the process of teaching and learning content applied to enhance the knowledge of 75 first-year master students in the 2008/2009 study year.

Regarding *quality assurance* it is evident that the students’ communicative competence has been enriched. Irrespective of levels in the students’ initial language capacity, the process of teaching and learning content has become an effective means of the students’ learning achievements in English for Academic Purposes. Moreover, the process of teaching and learning content has served as a motivating factor to continue language learning in order to improve their communicative competence. The results of the second survey of the communicative competence of 75 first-year master students after the implementation of the process of teaching and learning content reveal that all the 75 students have improved the level of the communicative competence in terms of the students’ learning achievements in English for Academic Purposes. The provided support for students, namely, the process of teaching and learning content, resulted in the improved students’ communicative competence.

Regarding *effectiveness of the educator’s contribution to the students’ knowledge* it is evident that the students enriched their achievements with the implementation of the process of teaching and learning content. The process of teaching and learning content is positively evaluated by the students, educators and researchers. That shows that experience and environment influence the studies and the communicative competence.

Data validity has been provided by the method and data triangulation. The validity of the qualitative evaluation research has been shown by the use of the mixed methods’ approach to the data processing and analysis. Validity and reliability of the research results have been demonstrated by involving other researchers into the empirical study in several stages of the conducted research. As well as the external validity has been revealed by international co-operation, namely,

- working out this paper in co-operation with international colleagues as well as the paper assessment by the international colleagues on the basis of co-operation between the universities,
- presentations of the research at international conferences and
- use of individual consultations given by the Western researchers.

Therein, the researchers’ external evaluation validates the findings of the present research. Thus, the conclusion can be drawn that the implementation of the process of teaching and learning content enhances students’ knowledge.

Hence, the process of teaching and learning content for the development of students’ knowledge influences and determines the students’ success or failure for acquiring tertiary education and profession as illustrated in Figure 6 by the author of the present paper.

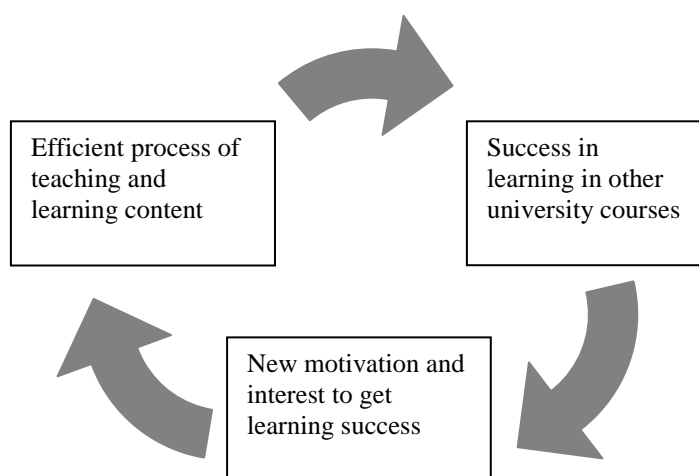


Figure 6: Successful use of the process of teaching and learning content for the development of students' knowledge

Thus it might be stressed that the process of teaching and learning content is efficient if it provides student's learning achievements:

- if students' knowledge development is supported by the process of teaching and learning content, students better attain learning achievements, and
- if students' needs are met and a support system is created that would secure their learning achievements, students demonstrate better results.

The present research has *limitations*. A limitation is the empirical study conducted by involving the students and educators at master level of one tertiary institution. Therein, the results of the study cannot be representative for the whole country. As well as the empirical study outlines the opportunities of the development of students' knowledge. Nevertheless, the results of the research, namely, the organization model of the process of teaching and learning content and the qualitative evaluation research, may be used as a basis of the development of students' knowledge and, consequently, communicative competence at master level of other tertiary institutions. If the results of other tertiary institutions had been available for analysis, different results could have been attained. There is a possibility to continue the study.

The results of the theoretical and empirical research could be particularly useful for educators who promote the development of the knowledge-based economy and society based on the "knowledge triangle" of education, innovation and research (Commission of the European Communities, 2006a, p.7) enabling new specialists to act in a multicultural environment (Druviete, 2007, p. 12). Thus, the implementation of the process of teaching and learning content determines the need in promoting pre-service and in-service training for student educators to succeed in a successful implementation of the process of teaching and learning content.

The author of the present research suggests the educators the following sequence of the implementation of the process of teaching and learning content:

- Phase 1 is aimed at determining the notion of constructive social interaction and its organisational regulation,
- Phase 2 is designed for the students' analysis of an open academic problem situation and their search for its solving that provide each student with the opportunity to construct his/her own social experience, thereby developing the system of external and internal perspectives and
- Phase 3 emphasizes the students' self-regulation with use of evaluation of the process and self-evaluation of the result.

Moreover, the recommendation here is the role of educators as mentors for students' self-discovery and self-realization; to motivate students, to stimulate their interests, to help them to develop their own structure and style, as well as to help them to evaluate their performance and be able to apply these findings (Maslo, 2007, p. 45) to improve their knowledge. The role of educators as mentors demands the educators to develop continuously their experience in social interaction and cognitive activity.

In order to provide each student the opportunity to construct his/her own social experience, the results of the theoretical and empirical research for practical purposes outline communication games, information-gap activities, role plays, simulations, dialogues, prepared talks and discussions.

The process of teaching and learning content and, particularly, the sequence of the implementation of the process of teaching and learning content developed and validated in practice during the present research could be widely used in the pedagogical process. The process of teaching and learning content can be easily integrated into university's courses, exchange programmes, tutorials for introduction into advanced research topics, participation in a conference, tutorials and practical tasks, language training for specific purposes, leisure activities and social contacts, practical work in a company for the knowledge development.

Further research on the process of teaching and learning content for the development of students' knowledge within a constantly changing multicultural environment intends to analyze communicative competence defined as an individual combination of abilities and experiences in a different combination of languages. For example, a combination of different languages can comprise mother tongue, academic native language, first, second and third foreign languages, etc. Hence, the definition of academic native language can be developed in a further research. A different combination of languages will also lead to the investigation of newly determined criteria, indicators and levels of the development of students' knowledge and, consequently, communicative competence. Moreover, the development of both the educator's and student's knowledge within the process of teaching and learning content can be proposed for a further work.

Another direction of further research might include the development of students' knowledge within the process of teaching and learning content based on five phases of the process of teaching and learning content as depicted in Figures 7 by the author of the present research. Hence, the development of knowledge can be analyzed in the following process of teaching and learning content:

- teaching with use of the existing knowledge in Phase 1,
- teaching with use of the existing knowledge with elements of peer-learning with use of the knowledge variety in Phase 2,
- peer-learning with use of the knowledge variety in Phase 3,
- peer-learning with use of the knowledge variety with elements of leaning with use of the knowledge improvement in Phase 4 and
- learning with use of the knowledge improvement in Phase 5.

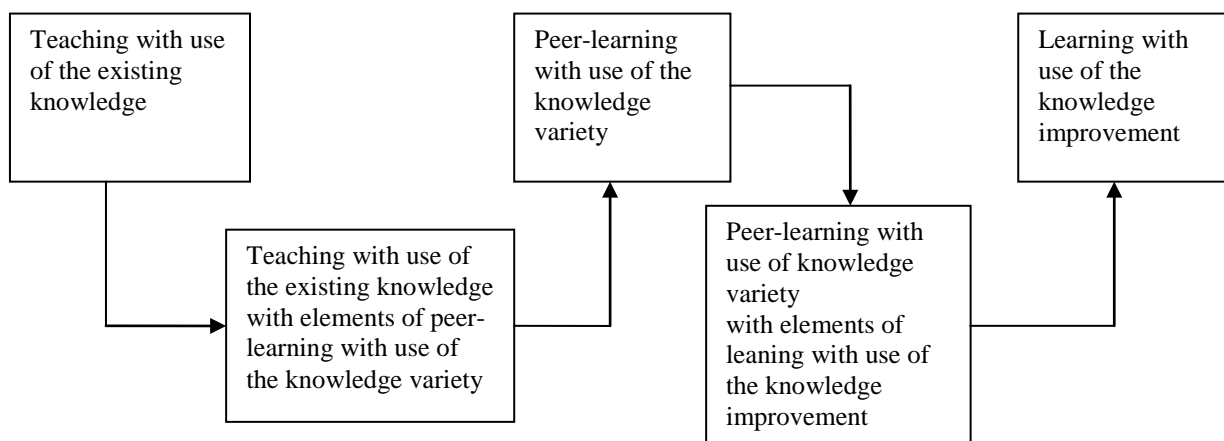


Figure 7: Five phases of the process of teaching and learning content for the development of students' knowledge

Thus, further research will definitely comprise the search for factors that enhance the development of students' knowledge within the process of teaching and learning content based on five phases of activity. Use of Web 3.0 and Enterprise 3.0 within the process of teaching and learning content for the development of students' knowledge is of a common research interest, too.

Further research can also be aimed at searching for relevant methods for evaluation of each criterion of the development of students' communicative competence as well as data obtaining, processing, analyzing and interpretation in the qualitative evaluation research. The qualitative evaluation research is proposed to be applied to empirical studies on the process of teaching and learning content for the development of students' knowledge at master level of other tertiary institutions and a comparative research of different countries.

Finally, use of the qualitative evaluation research for examining efficiency of the process of teaching and learning content for the development of students' key competences (European Commission, 2004), namely, mathematical competence and basic competences in science and technology, digital competence, learning to learn competence, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression can be investigated within a further qualitative evaluation research.

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КАК ПРЕПОДАВАТЬ СОДЕРЖАНИЕ: СУЩЕСТВУЮЩИЕ КОНЦЕПЦИИ И ПЕРСПЕКТИВЫ РАЗВИТИЯ

Елена Защеринская

Аннотация

Содержание является центром "треугольника знаний", состоящего из образования, научных исследований и инноваций (Life Long Learning for Creativity and Innovation, 2008, р. 3). Парадигма преподавания содержания изменилась со статической передачи содержания на знания, которые создаются совместно с другими студентами (Niemi, 2008, р. 12) в постоянно меняющейся среде. Цель исследования - анализ продуктивности процесса преподавания содержания, применяемого для повышения знаний студентов в языковом образовании. Исследование включает в себя анализ ключевых концепций "преподавание (teaching in English) и изучение (learning in English) содержания" и "взаимного изучение содержания" (peer-learning in English). Кроме того, исследование демонстрирует, как ключевые концепции связаны с идеей продуктивности процесса преподавания содержания.

Концептуальные рамки настоящего исследования включают в себя подход к преподаванию содержания как отношениям между преподаванием и изучением. Таким образом, существующие концепции и перспективы развития преподавания содержания для развития знаний студентов рассматриваются через методологические подходы к преподаванию содержания.

Методологической основой настоящего исследования преподавания содержания для развития знаний студентов служит системно-конструктивистская теория.

Определены четыре следующих подхода к преподаванию содержания для развития знаний студентов (Zaščerinska, 2011a, p. 62):

- с внешней перспективы, акцентируя социальное взаимодействие и преподавание,
- с внутренней перспективы, акцентируя познание и изучение,
- поиски баланса между внешней и внутренней перспективами и
- создание системы внешней и внутренней перспектив.

Методологический подход создания системы внешней и внутренней перспектив как процесс включает в себя три следующих этапа :

- от внешней перспективы или социального взаимодействия и преподавания
- через фазу единства внешней и внутренней перспектив и/или системы взаимодействующих явлений или взаимного изучения содержания (Zaščerinska, A hrens, 2010, стр. 184)
- к внутренней перспективе или изучению содержания.

Процесс преподавания содержание определен как совместная деятельность ориентированная на общую цель в соответствии с определенными общими нормами в рамках определенного периода времени, которая обеспечивает совместное социальное взаимодействие и познания для каждого участника и увеличивает возможности получения социального опыта. Научная новизна процесса преподавания содержания раскрыта в процессуальном развитии содержание в три следующих этапа:

- от взаимодействия преподаватель-студент с использованием существующих знаний,
- через взаимодействие между студентами с использованием разнообразных знаний и
- к действию студента по улучшению своих знаний.

Исследование демонстрирует речевые и социальные особенности процесса преподавания содержания и его преимущества. Исследование так же предлагает организационную модель преподавания содержания и описание каждого его этапа.

Качественно оценивающее исследование (qualitative evaluation research in English) было использовано. Организационная модель качественно оценивающего исследования раскрывает основные его фазы: от исследования контекста через описание практики к обобщению модели. Качественное оценивание происходит от диагностирующего оценивания через формирующее оценивание к итоговому оцениванию. В исследовании принимали участие 75 студентов-магистрантов Рижской высшей школы педагогики и управления образованием в Латвии в 2008-2009 годах. Коммуникативная компетенция студентов была критерием продуктивности процесса преподавания содержания, применяемого для повышения знаний студентов в языковом образовании. Анализ первичных данных включал в себя описательную статистику. Обработка вторичных данных определила надежность теста (test reliability in English). Результаты исследования позволяют сделать выводы о продуктивности процесса преподавания содержания применяемого для повышения знаний студентов. Так же направления дальнейших исследований разработаны. Одно из таких направлений подразумевает исследование процесса преподавания содержания, применяемого для повышения знаний студентов, в пять следующих этапов:

- от взаимодействия преподаватель-студент с использованием существующих знаний,
- взаимодействие преподаватель-студент с элементами взаимодействия между студентами с использованием элементов разнообразных знаний,
- через взаимодействия между студентами с использованием разнообразных знаний,
- взаимодействие между студентами с элементами действия студента по улучшению своих знаний и
- к действию студента по улучшению своих знаний.

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